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ABSTRACT

This report evaluates Project HOLA, in its first year of funding, which provides instruction in English as a second language, Spanish language skills, and bilingual instruction in mathematics, science, and social studies to approximately 230 students in a high school in Bronx, New York. The report examines the project's long- and short-range goals, its organizational structure in the school, and the school climate for mainstreamed students. The first two sections give student demographics and characteristics, followed by a description of Project HOLA's history, objectives, philosophy, and structure, funding, and staff. Section IV outlines the instructional services offered through the program, describing student placement and programming, classroom observations, and the mainstreaming of students as they progress in the program. Section V describes the non-instructional components of the program, including curriculum and materials development, support services, staff development, student feelings about the program, and parental and community involvement. The final section presents the findings on student achievement and attendance, evaluates the program's instructional objectives and makes recommendations. (CG)

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2149

WILLIAM H. TAFT HIGH SCHOOL

PROJECT HOLA

1983-1984

Principal:
Mr. Jimmie Warren

Director:
Mr. Dana S. Fishkin

Prepared by
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## A SUMMARY OF THE REPORT

Project HOLA, in its first year of funding, provided instruction in English as a second language (E.S.L.), Spanish language skills, as well as bilingual instruction in mathematics, science, and social studies to approximately 230 students of limited English proficiency (LEP) in grades nine through twelve. All project students were recent immigrants from Spanish-speaking countries or the Commonwealth of Puerto Rico. The students varied in English language proficiency, ability in their native language, and overall academic preparation.

The project's goal was to increase the acquisition of English through native- and second-language instruction. Mainstreaming occurred when students' performance on tests and in classes indicated that they were able to function within the mainstream curriculum of the school.

Title VII funds supported administrative and support services staff. In addition, the project received support from tax-levy and Chapter I sources. The project developed and modified curriculum for courses, especially for the project-developed course, Orientation to Life in America. Supportive services to project students included career and college counseling, individual counseling, field trips, special programs, and social activities. Development activities for staff members included monthly department meetings, on-site demonstration lessons, attendance at outside conferences, and college courses. Parental participation was encouraged by monthly meetings of a parents' advisory group and a project-sponsored English course for adults.

Project HOLA is well on its way to meeting both its short- and long-term objectives. Instructional and non-instructional services are being provided as proposed and are highly valued by the school administration which, despite high turnover of the principalship, is very supportive of the project. The curriculum being developed is well planned and relevant to the needs of the students.

Students were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics, science, and social studies (teacher-made tests); Orientation to Life in America (O.L.A.) class (teacher-made test); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Students tested with all levels of the CREST in both the fall and spring exceeded the program objective of mastery of one CREST skill per month of attendance.

--Gains for students tested with La Prueba de Lectura were statistically significant.

--Overall passing rates in science and social studies courses exceeded 70 percent both semesters. Achievement in mathematics courses was lower with overall passing rates of 46 and 57 percent in the fall and spring, respectively.

--The overall passing rates in the O.L.A. course were 100 percent in the fall and 97 percent in the spring.

--The attendance rate of program students was significantly higher than the rate of the general school population.

The following recommendations are offered for possible project improvement:

--establishing communication with similar programs to seek mechanisms for improving parental involvement;

--conducting a needs assessment among program teachers, particularly those teaching out of their specialization areas, and planning in-service training and college course enrollments based on the needs identified;

--continuing to work toward relationships with surrounding colleges for use of their library and other facilities;

--considering the creation of an "alumni association" consisting of graduates of the previous as well as the current project;

--reviewing curriculum and instruction in the area of mathematics, and formulating strategies to strengthen them; and

--revising program objectives as necessary, and providing all data required to measure each of the objectives proposed.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT HOLA

WILLIAM H. TAFT HIGH SCHOOL

| | |
|---|---|
| Location: | 240 East 172 Street<br>Bronx, New York 10457 |
| Year of Operation: | 1983-1984, first year of a three-year funding cycle |
| Target Language: | Spanish |
| Number of Participants: | Approximately 230 students, Fall and Spring |
| Principal: | Mr. Jimmie Warren |
| Project Director: | Mr. Dana S. Fishkin |

## INTRODUCTION

Project HOLA is in its first of a three-year funding cycle, although William H. Taft High School was the site of a previous Title VII program, Project Adelante. Although the current project is similar to its predecessor, none of the same students are being served by the new program. This report will examine, primarily, the project's short-range objectives as implemented in its first year of funding. Additionally, special attention will be given to the organizational structure of the project within the school and the school's climate for mainstreamed students.

## I. DEMOGRAPHIC CONTEXT

### ENVIRONMENT

William H. Taft High School is located in Community School District 9 in the borough of the Bronx, New York City. The surrounding area is mixed in housing stock with both burned out and abandoned buildings more typical of the southern part of the borough and, along the main street, the Grand Concourse, with newly renovated four- or five-story buildings. The physical environment of the neighborhood is transitional. Pressures for movement out of the South Bronx toward the higher income neighborhoods in the northern Bronx make for a high mobility rate in the area. The area is not uniformly devastated; it has parks, movie theaters, and Yankee Stadium is not far away. It is also served by hospitals and other health service agencies, and has very good access to public transportation. Higher educational institutions within easy distance include three parts of the City University of New York: Herbert Lehman College, Bronx Community College, and Eugenio Maria de Hostos Community College.

Residents of the area are predominantly black and Hispanic with low incomes. According to recent data included in previous evaluation reports, the composition of the Hispanic population is approximately 60 percent Puerto Rican, 30 percent Dominican, and 10 percent from other Caribbean and Central and South American countries.

The student body of the school reflects the surrounding community. Of about 2,932 students, 50 percent are of Hispanic origin, 46 percent are black, three percent are Asian, and less than one percent are white or of Alaskan or American Indian origins. Spanish is the home language

of 50 percent of the student body. Over three-fourths of the students come from families whose low income qualifies them for the free lunch program. Of the students tested, 17 percent are reading at or above grade level; nine percent are performing mathematics at or above grade level. The project director estimates that 80 percent or more of project students come from single parent (mother only) families, and many carry important responsibilities for the care of younger siblings. Many hold part-time jobs, although exact numbers are not available.

SITE CHARACTERISTICS

Taft High School was built in 1941; it is physically a large school with a capacity of over 3,700 students and with a current enrollment just over 2,900. Located on the grounds are playing fields and green areas, although there is not much of a campus atmosphere. Close to the school are older apartment buildings which are deteriorating, and abandoned and boarded buildings. A park area is visible beyond the abandoned housing.

The school itself is in fair condition; it is clean, but peeling paint is common. The furnishings show the marks of many years of thorough use. Evidence of student accomplishments witness the changes which have occurred in the community. Names of honored students from earlier school years (up to the mid-sixties) are heavily Jewish; more recent names are Hispanic or not easily ethnically identifiable. Plaques containing some award winners are not up-to-date, the last awardees being from several years ago. Whether school officials have simply not kept up with the engraving of newer winners or whether award giving was discontinued is unknown. In either case, it appears as

indirect evidence of a lack of attention to an important means of acknowledging and rewarding student performance.

Most classrooms were decorated with drawings, pictures, and maps, relevant to the subjects being taught. Desks in all classrooms visited were in fixed rows making flexible seating arrangements impossible. The one consistently new feature of the building was the lighting.

Most of the physical features of the building, then, were old, and while functional, did not provide the impression of much recent capital expenditure. Moreover, maintenance appeared to be at a fairly low level (e.g., a number of desks were broken, blackboards often needed replacement, fresh paint had not been applied in many rooms and hallways in many years).

Project HOLA is housed in the same quarters as the previous Title VII project; this room and its facilities have been described in prior evaluation reports. The space is well suited to the project's needs, although more space could be used for both office and social activities. The office is a busy place, with students frequently dropping in between classes and during free periods, to talk with each other and staff and to help out with office work. The atmosphere is friendly and open. Outside the office door are display cases with announcements of project activities and student accomplishments. Although not quite an island in an otherwise bleak building, as other rooms were attractive and hallways had a number of bulletin boards and display cases, the office area of the project was inviting and bustling.

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WILLIAM H. TAFT HIGH SCHOOL

PROJECT HOLA

1983-1984

# OEA Evaluation Report

## II. STUDENT CHARACTERISTICS

### ENTRY CRITERIA

Project HOLA is specifically aimed to provide increased educational opportunities for newly-arrived immigrant students from Spanish-speaking countries and the Commonwealth of Puerto Rico, and given the community it serves, students from economically poor family backgrounds. Students are eligible if they are recent immigrants from Spanish-speaking areas and score below the twenty-first percentile on the English section of the Language Assessment Battery (LAB), combined with a higher score on the Spanish version. Finally, an interview is held with each prospective student and with his or her parents, when possible. On the basis of these criteria, approximately 230 students were selected for the program in the fall of 1983. These students are then administered an oral English as a second language (E.S.L.) test and a school-developed diagnostic E.S.L. test to determine proficiency for placement in E.S.L. classes.

Project staff members visit feeder middle schools, and cooperate with the guidance department, which has on staff a bilingual guidance counselor, to identify prospective students. In addition, teachers throughout the school are aware of the project and may refer students who otherwise were not included in the project initially upon entry into the school.

The project director emphasized in interviews that in his experience with the students of the prior program, newly-arrived students were less jaded about school and more respectful of the opportunities it afforded

them than were those students who had spent many years in schools in this country. His impression was that in comparison with the school's mainstream students, "his" students were less alienated from the school and its authority. While it is impossible to verify this impression, in all classes visited and from conversations with project students, most seemed engaged, willing, and cooperative learners.

STUDENT COMPOSITION

All of Project HOLA's student population is foreign born. Countries of origin most frequently represented are Puerto Rico (45 percent) and the Dominican Republic (38 percent). Table 1 presents the 1983-84 program students, for whom information was reported, by country of origin.

Students enter the project with a wide range of prior education and competency in both their native language and in English, although entry requirements limit somewhat the variation in English. Perhaps more importantly, however, is the variety of experience the new students have had with formal education. Some have had many fewer years in classrooms than their age would indicate and are therefore overage for their grade placement. As Table 2 indicates, almost half the program students are overage for their grade with the highest percentage of overage students enrolled in grade nine. These students need more time to become adjusted to the ways of formal schooling, to the expectations regarding behavior (especially participation and its attendant norms), as well as performance and homework.

During the first year of program operation, there was a slightly

TABLE 1

Number and Percent of Program Students by Country of Birth

| Country of Birth | Number | Percent |
|---|---|---|
| Puerto Rico | 98 | 45 |
| Dominican Republic | 83 | 38 |
| Haiti | 2 | 1 |
| Cuba | 1 | Less than 1 |
| Mexico | 1 | Less than 1 |
| Honduras | 4 | 2 |
| Costa Rica | 1 | Less than 1 |
| Nicaragua | 1 | Less than 1 |
| Panama | 1 | Less than 1 |
| Colombia | 3 | 1 |
| Ecuador | 7 | 3 |
| Venezuela | 1 | Less than 1 |
| Central and South America (country unspecified) | 13 | 6 |
| TOTAL | 216 | 100% |

- All students were reported to be native speakers of Spanish.
- Almost half the program students were born in Puerto Rico.
- The second largest group of students was born in the Dominican Republic.

TABLE 2

Number of Program Students by Age and Grade

| Age | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|---|---|---|---|---|---|
| 13 | 2 | 0 | 0 | 0 | 2 |
| 14 | | 0 | 1 | 0 | 9 |
| 15 | | | 3 | 0 | 33 |
| 16 | 31 | | | 1 | 62 |
| 17 | 13 | 18 | | | 58 |
| 18 | 2 | 9 | 12 | | 28 |
| 19 | 0 | 4 | 3 | 4 | 11 |
| 20 | 0 | 1 | 1 | 1 | 3 |
| 22 | 0 | 0 | 0 | 1 | 1 |
| TOTAL | 74 | 65 | 52 | 16 | 207 |
| Overage Students | | | | | |
| Number | 46 | 32 | 16 | 6 | 100 |
| Percent | 62 | 49 | 31 | 38 | 48 |

Note. Shaded boxes indicate expected age range for grade.

- Forty-eight percent of the program students were overage for their grade; the largest proportion tended to be in the lower grades.
- Grade nine had the highest percentage of overage students (62 percent).

higher overall percentage of female students as compared to males. Female students outnumbered males in grades ten, eleven, and twelve. Table 3 presents the program students, for whom information was reported, by sex and grade. Table 4 shows the time students have spent in the bilingual program by grade.

TABLE 3

Number and Percent of Program Students by Sex and Grade

| Grade | Number Male Students | Percent of Grade | Number Female Students | Percent of Grade | Total Number | Percent of All Students |
|---|---|---|---|---|---|---|
| 9 | 39 | 53 | 35 | 47 | 74 | 36 |
| 10 | 30 | 46 | 36 | 55 | 66 | 32 |
| 11 | 25 | 48 | 27 | 52 | 52 | 25 |
| 12 | 2 | 13 | 14 | 88 | 16 | 8 |
| TOTAL | 96 | 46[a] | 112 | 54[a] | 208 | 100 |

[a]Percent of program students.

- The majority of the program students are female (54 percent). Female students outnumber male students in grades ten, eleven, and twelve. In grade twelve, almost ninety percent of the students are female.

- Thirty-six percent of the students are in the ninth grade. The number of program students decreases as the grade level increases.

TABLE 4

Time Spent in the Bilingual Program[a]
(As of June 1984)

| Time Spent in Bilingual Program | Number of Students Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|---|---|---|---|---|---|
| <1 Academic Year | 15 | 9 | 2 | -- | 26 |
| 1 Academic Year | 59 | 41 | 25 | 3 | 128 |
| 2 Academic Year[b] | 2 | 21 | 26 | 9 | 58 |
| 3 Academic Year[b] | -- | -- | -- | 4 | 4 |
| TOTAL | 76 | 71 | 53 | 16 | 216 |

[a] Rounded to the nearest year.

[b] Reflects previous participation in other bilingual program.

- One hundred fifty-four (71 percent) students had been in the program for one year or less.

## III. PROJECT DESCRIPTION

### PROJECT HISTORY

As previously stated, Project HOLA has been preceded by the three-year bilingual program, Project Adelante. According to interviews with the project director and reviews of previous evaluation reports, E.S.L. classes were introduced in 1975 and were funded by Title I and tax-levy sources. In 1977, planning for bilingual instruction began, and courses were offered. The evaluation reports for Project Adelante, initiated in 1980, indicate that this project was largely successful and highly regarded by the evaluation team. Taft High School has shown a long-standing commitment to E.S.L. and to bilingual education. In interviews with the acting principal and with the assistant principal responsible for supervising the project, both expressed their belief in the current project and its staff, and in the need to provide such programs for those students who could benefit from them.

### PROJECT OBJECTIVES

The project's funding proposal contains both long- and short-range objectives. The overarching goals of the project include:

1. The comprehensive bilingual program at Taft High School will have served approximately 690 students in grades nine through twelve who have never previously been served under the Act.

2. The improvement of the participating students' English language skills so that they may participate in mainstream instruction in American high schools and colleges.

3. Curricula and resources will have been created or adapted for classroom teaching in the areas of study skills and career development. E.S.L. curricula will have been updated and refined.

4. The development of an American history and culture program will enhance and reinforce the positive self-concept of participating students by providing them with the opportunity to become knowledgeable and appreciative of their new country's heritage.

5. Skills in Spanish language writing and reading will have been maintained and improved by means of application of the concepts mastered in the study skills curriculum.

6. Students will have become aware of the potential career alternatives available to them as bilingual citizens.

7. Skills in mathematics, science, and social studies will have been developed with the help of concepts mastered in the study skills curriculum.

8. Students will have become aware of the practical applications of mathematics, science, and social studies courses in relationship to the world of careers.

9. A significant number of students from the bilingual project will be admitted to college or placed in meaningful employment as a result of the academic training they received.

10. Parents of the target students will establish regular contact with the school and bilingual program by participating in the Parents' Association and Bilingual Parent Advisory Council. A participating high school student will be included in this committee.

11. Parents of the target students will be fully informed regarding requirements for graduation, the bilingual program, and career opportunities for their children through workshops and conferences.

12. Staff members will be trained in educational aspects related to E.S.L., bilingual education, career education and study skills through college courses, workshops, and conferences.

The more immediate, short-range objectives are:

1. To significantly improve the achievement in English language skills (listening, reading, and writing) for

70 percent of the target students as measured by the CREST. It is anticipated that Level I and Level II target students will master one instructional objective per twenty days of instruction and that Level III target students will master 0.8 instructional objectives per twenty days of instruction.

2. To significantly improve the awareness in American culture for 70 percent of the target students as measured by teacher-made final examinations for the O.L.A. (Orientation to Life in America) Curriculum.

3. To significantly improve the study skills and problem-solving abilities of 70 percent of the target students as measured by teacher-made final examinations for the study skills curriculum for third semester E.S.L. students.

4. To significantly improve career awareness and decision-making process of 70 percent of the target students as measured by teacher-made final examinations for the career curriculum for fourth semester E.S.L. students.

5. To significantly improve the achievement in Spanish language and reading skills in 50 percent of the target students as measured by pre- and post-tests of the Prueba de Lectura, Pruebas Interamericanas.

6. To significantly improve the achievement on content areas of instruction (mathematics, social studies, science) in at least 70 percent of the target students as measured by school-wide examinations, and where applicable, City-wide or Regents tests translated into Spanish.

7. At least 20 percent of the parents of participating students will have shown interest in the project by having attended meetings and/or their having responded to correspondence, questionnaires, or conferences with school personnel.

8. At least 20 percent of the parents of participating students will have participated in workshops and/or classes in English and techniques of study skills.

9. At least 50 percent of the bilingual teachers and staff will participate in training by means of taking college courses.

10. At least 75 percent of the bilingual teachers and staff will participate in training by means of workshops and/or in-service training sessions.

## PROJECT PHILOSOPHY

Underlying program objectives is a commitment to E.S.L. and bilingual education as the best available strategies to facilitate the educational and social development of recent immigrant students of limited English proficiency (LEP). Moreover, the school policy is to encourage mainstream experience as soon as possible. From the beginning, students enroll in mainstream music, art, and gym classes and share the cafeteria, hallways, and other social settings with mainstream students. In addition, they are encouraged to participate in school-wide athletics and clubs. The project director expressed the view that, as the school's English department offers a wide range of remedial courses, it was his preference that students who had completed the available levels of E.S.L. classes and had become fluent in English take remedial courses rather than remain in classes enrolling primarily project participants.

At the same time, the project is committed to the maintenance of Spanish language skills and cultural identity among participating students. The project office walls are covered with posters and maps of the students' countries of origin. Also, the students' native language skills are strengthened through Spanish classes. Thus, while the project aims at moving the students out of E.S.L. and bilingual courses, it attempts to do so without deprecating the cultural and linguistic origins they bring with them.

## ORGANIZATION AND STRUCTURE

Project HOLA is supervised by the assistant principal of the foreign languages and accounting department. However, the project is decentralized,

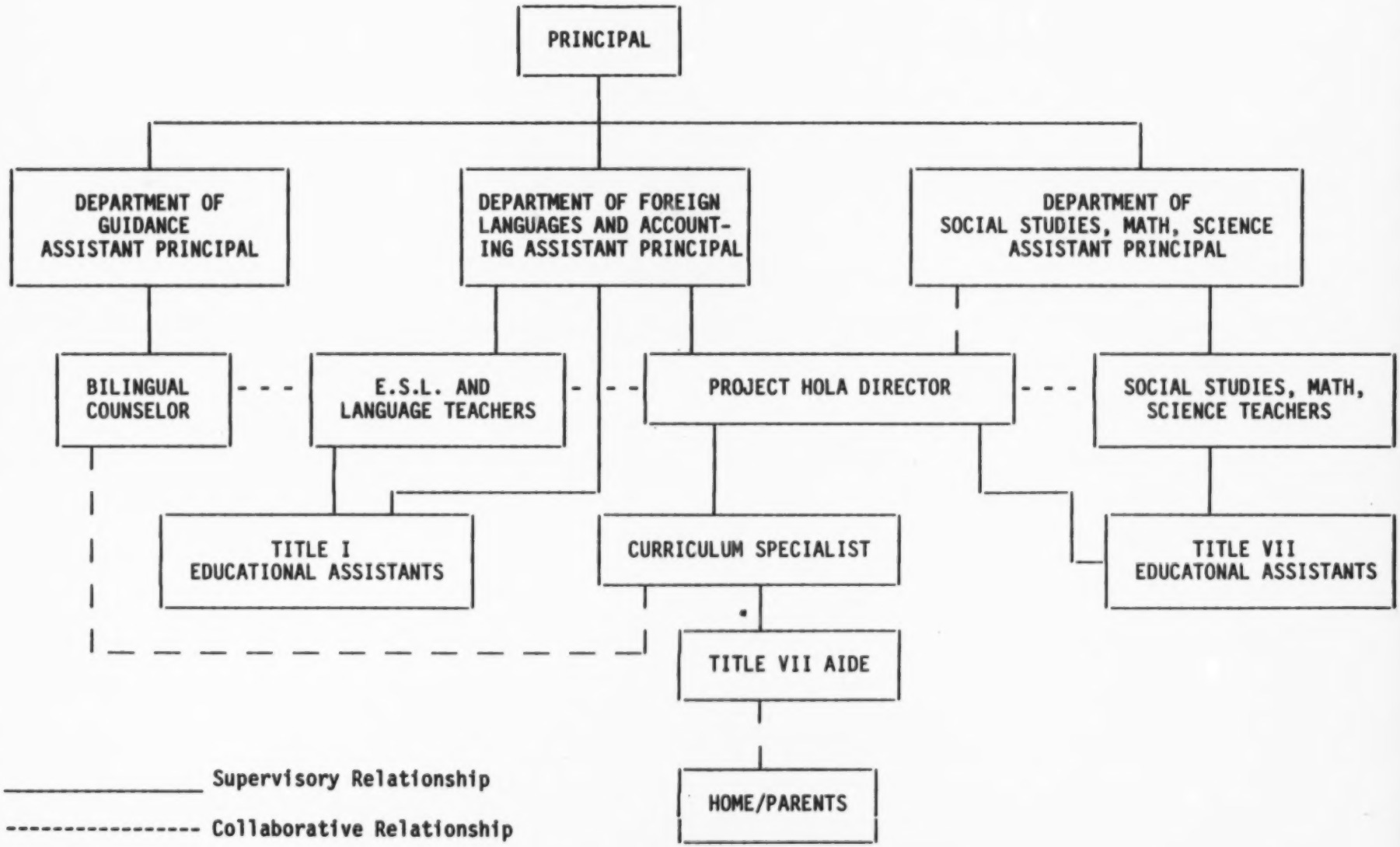
with classroom teachers under the supervision of the assistant principals of their respective departments. The Title VII staff coordinates the instructional services, administers tests, develops curriculum, maintains records, and organizes parental activities (see Figure 1).

Since the organization of these bilingual high school projects is an area of considerable interest, and remains an issue for study, particular attention was given to the topic in discussions with the acting principal, the assistant principal overseeing the project, and the project director. At one level, the issue of centralized versus decentralized organization is a philosophical one, connoting the level of commitment to E.S.L. and, more important, to bilingual and bicultural education. A centralized, departmental organization signifies to some that bilingual education has achieved parity with other instructional units in a school, and perhaps allows for a stronger orientation towards native language maintenance. On the other hand, a decentralized program is most likely to be advocated by those whose orientation is toward E.S.L. and transitional bilingual education. Debates regarding these philosophical issues abound in the literature and are best considered there. For the purposes of this report, it is only necessary to note that the program under review is based on the latter position.

On a practical level, however, other concerns arise. Any integrated instructional program must be coordinated, and communication between those involved must be regular and in depth. Monitoring of the teachers' instructional activities should be systematic, and those charged with coordinating the program need to have some administrative flexibility

FIGURE 1

Project HOLA Organization Within Taft High School



and authority. In addition to those factors, consideration needs to be given to the achievement of the program's central goals; segregation of students and faculty from the mainstream of students and departments can facilitate achievement and transition to the mainstream for program students or it can encourage continued separation.

In discussions with school and project staff, many of these practical issues were raised. The drawbacks of a decentralized program, such as Project HOLA, include the difficulty of finding free time for teachers from a number of different departments to meet together and maintain communication; the inability of the director to directly observe and evaluate participating teachers; and the lack of flexibility and authority to implement activities seen as beneficial to the program when they conflict with school-wide policies. However, all those interviewed asserted that the consequences of such drawbacks for the efficient and effective conduct of the program, with one exception, were not particularly important. The current teaching staff was judged as excellent, and, therefore, less in need of supervision by the director than might otherwise have been the case. Moreover, they were willing to make time available to keep communication alive among themselves and with the project staff.

The one area where the project's organizational structure was seen as negatively affecting its conduct concerned the director's inability to offer a bilingual psychology course in the spring. A teacher had been willing to offer the course, and 18 students were ready to enroll. However, in contrast to the English skills and E.S.L. classes where the

project maintains a 20 or less class size, and because this course was to be offered through the social studies department, it evidently had to enroll at least 25 students, the minimum number of students for any regular school class. This "underenrollment" meant that the course could not be offered. Were the director to have greater authority and/or flexibility, he would have seen to it that the course was made available to project students. In most respects, because of the esteem with which the project is held, the director does exercise some autonomy. This one incident, however, was mentioned as providing evidence of one drawback of the existing decentralized status.

During the course of this evaluation, the acting principal was in the process of leaving the school. The previous principal, who had moved to the system's central offices with the then new chancellor, was to return to the school. Thus during the project's first year, the school was headed by an acting principal who had not been long at the school. The last time the school was visited, no one knew who the principal was going to be, as the previous principal had not yet returned. As in the the last year of the previous program, the consequence of the school's leadership situation was that the project functioned without close supervision by the principal. However, both the acting principal and the assistant principal stressed that the program was well-administered and needed little direct supervision.

The program director's role and that of the curriculum coordinator (who held the title of assistant director for the previous Title VII

project) are essentially the same as reported in the last evaluation. The director's responsibilities include relations with the central board, with the Title VII office in Washington, D.C., and with the school's administration. His responsibilities also include supervision of the project staff and working with parent groups. The curriculum coordinator's primary responsibility is curriculum development and modification, including reviewing texts, planning trips and contests, and writing the project newsletter, Horizonte Bilingue. In much of the work carried out by the program, however, the two work together as a team.

## FUNDING

Project HOLA is in its first year of a three-year funding cycle. Title VII funds support the positions of the project director, the curriculum coordinator, two paraprofessionals, and one school aide who serves as the program secretary. A combination of tax-levy and Chapter I funds support the assistant principal, the bilingual guidance counselor, and two additional paraprofessionals. Table 5 presents details of project funding.

TABLE 5

Funding of Non-Instructional Program Components

| Function | Funding Source(s) | Title | Percent of Time |
|---|---|---|---|
| Administration & Supervision | Tax Levy | Assistant Principal | 80 |
| | Title VII | Director | 100 |
| Curriculum Development | Title VII | Resource & Curriculum Specialist | 100 |
| Supportive Services | Tax Levy | Guidance Counselors | 100 |
| | Title VII | 2 Paraprofessionals | 80 |
| | Chapter I | 2 Paraprofessionals | 80 |
| Secretarial & Clerical Services | Title VII | School Aide | 80 |

STAFF CHARACTERISTICS

The complement of teachers is the same as for the last year of the previous project, with 15 teachers devoting 8.4 full-time equivalents to teaching in the current project. Although not all of the content-area teachers are fully bilingual, all speak Spanish with more than a passing fluency. However, the science and the mathematics teachers are not licensed in these specialized areas. Appendix A presents information on the professional and paraprofessional staff serving the program students.

## IV. INSTRUCTIONAL SERVICES

### STUDENT PLACEMENT AND PROGRAMMING

Project HOLA is specifically designed for recently-arrived students from Spanish-speaking countries. Therefore, although over one-half of the students at Taft High School use Spanish as their home language, only those of recent residency in this country are eligible for the project. In addition to this criterion, students must score below the twenty-first percentile on the English section of the LAB. The Prueba de Lectura and interviews are used for placement as well.

Those students selected for the project are placed in one of the five levels of E.S.L. classes. They are also placed in one of five levels of English skills classes and in one of two levels of the project-developed course, Orientation to Life in America (O.L.A.), which is taught in English. Students, therefore, enroll in three courses that meet daily and are intended to develop English language skills.

The project offers five levels of Spanish, and three levels of mathematics, taught bilingually. Other content-area courses taught bilingually include: a Regents mathematics course, American history and global history classes, economics, general science, and biology courses. During the fall 1983 semester, a psychology elective was offered for program students.

Students attend a gym class, art classes, and lunch in mainstream settings. According to the director, students are usually mainstreamed first in mathematics and second in science classes because the content

of these courses depends less on extensive English mastery than do social studies or regular English classes.

Interviews with the assistant principal, the project director, and individual teachers all provided evidence that the content of bilingual subject-area classes corresponded with that of mainstream classes. The English skills courses and the O.L.A. classes use project-generated curriculum materials. A close review of the O.L.A. curriculum materials was conducted. Each unit contained an informational section, consisting of several paragraphs of English prose, followed by a series of questions about the content. Topics covered included, among others, Taft High School, secular and sacred holidays observed in the United States, seasons, daily events in a "typical" family, study habits, shopping, New York City, visits to a doctor and dentist, filling out a job application, reading newspapers, and naturalization.

The question section had students unscramble words, write sentences on the material, identify themes, construct questions, and find vocabulary words in letter matrices. Handouts were duplicated copies and although usually clear, the director and curriculum coordinator expressed the desire to have the materials printed.

The O.L.A. content and exercises seemed well chosen and presented with an effort to make the exercises "game-like" so as to engage student involvement.

Appendices B through E present detailed information on the E.S.L., native language arts, and content-area classes offered to project students during the academic year.

## CLASSROOM OBSERVATIONS

Observations of English, bilingual, and Spanish-only classes were conducted. In total, six classes were visited: an English skills class, a biology class in which Spanish and English were used equally, a global history class conducted in Spanish, a Regents mathematics preparation class conducted almost entirely in Spanish, a Spanish for native speakers class taught in Spanish, and finally, an O.L.A. II class in English.

In all classes, instruction was carried out in whole-class modes. Lecturing was rare, with questions and student recitation or demonstration at the blackboard most common. In all cases, teachers had a well-prepared lesson, with handouts and other materials ready for distribution. Students' classroom behavior was cooperative and, in most instances, involved. Teachers, by virtue of their preparation, dominated classes. With but one exception, all classes were rather tightly structured, with specific amounts of time set aside for reading, answering oral and written teacher-initiated questions, and for allowing student questions and teacher clarification and feedback. Only one class was physically grouped according to ability (as discovered through conversation with the teacher); such grouping was not evident through teacher behavior.

In a class where a paraprofessional was present, her work with students was closely followed. As whole-group instruction was used, the paraprofessional's role was usually to move from student to student answering and asking questions, and reviewing student work while writing or reading was taking place. The work of the paraprofessional did

not appear to be concentrated on only those students who were having problems, although her activity undoubtedly was influenced by her prior knowledge of which students needed additional attention. At no point, however, did she work solely with one group of students, but rather moved throughout the classroom monitoring the students' work.

The language used in each class has been identified. However, students were observed to speak to each other in Spanish in all classes, regardless of the language of instruction. In the global history class, the mathematics class, and the Spanish class, English was infrequently used. Only in the biology class were Spanish and English used together with equal frequency. This may have been due to the teacher's limitations in Spanish-speaking proficiency. In the O.L.A. class and English skills class, English was used, except in rare instances for concept clarification. In such cases, the teachers would use Spanish, but usually only in exchanges with individual students and not with the class as a whole.

The climate of the classrooms observed was in all cases very good. The students were attentive in most instances and engaged in classroom activities. Relatively little time was spent on non-instructional activities. Students were eager to participate even at times when they clearly did not know the correct answer. When questions were asked, the teachers often had many hands from which to choose. However, in the afternoon classes, the students became clockwatchers as the class period progressed.

As noted above, teachers were well-prepared for the class sessions and appeared confident in their classroom skills, both substantive and management. They related well with students and provided positive feedback. In interviews with several teachers, they expressed the view that students in the project were "good" students. This usage referred at least as much to the students' behavior as to their performance in classwork. When interviewed, students expressed high opinions of their teachers and found them helpful and open.

The size of those classes observed were atypically small for New York City classrooms. This appears to have something to do with attendance on the days of observation, as the project director reported larger class sizes on an O.E.A.-developed questionnaire. For example, while the "average register" according to the questionnaire is 18, 12 students were in attendance for the biology class observed; 20 are on the register in the mathematics class with 15 present on the day of observation. The director reports, and previous site visit reports confirm, however, that attendance by program students is higher than average for the school as a whole.

The small class size did allow for wide student participation, and more than half of those present actively and voluntarily joined in the discussion. Thus, the atmosphere of the classrooms observed supported learning. Students were not alienated from the school but rather appeared engaged with it.

## MAINSTREAMING

As students' experience grows and as testing takes place over the year, they are re-evaluated and maintained or moved to more appropriate levels of instruction. Mainstreaming in academic areas occurs first in math and science, although all students participate in mainstream physical education and art. It is interesting to note, however, what one physical education teacher said in a conversation about how much integration takes place in gym classes. When asked whether blacks and Hispanics (including those in the project and in the mainstream) played together, the teacher noted that the "fire had long ago gone out under the melting pot." It appears that not only is ethnicity an issue, but cultural orientation as well. Hispanic students reportedly do not relate to basketball and therefore integrated play is less likely than it might otherwise appear.

A visit to the cafeteria during a lunch period provided evidence of some informal student integration, although black and Hispanic students were seen eating in separate groups.

These two instances are perhaps best understood within the context of the school itself. The project serves about 16 percent of the Hispanic students at the school, who comprise 50 percent of the student body. Black students make up 46 percent of the student population. Therefore, not only do these recent arrivals need to become integrated with mainland-raised Hispanics, but need as well to learn to get along with black students. This learning must take place in a context where even the mainland-raised Hispanics do not mingle frequently with black

students. Thus, mainstreaming in the project context refers primarily to educational integration and not social integration.

A number of project students are partially mainstreamed, according to the director. One student who came into the program office while a member of the evaluation team was present was a graduating senior who had been in the previous bilingual program. He was first in the graduating class and was planning to attend a four-year college outside the city in the fall. The student's appearance demonstrates how mainstreamed students still feel connected with the program, which has a policy of informally following up on those who have been mainstreamed.

## V. NON-INSTRUCTIONAL SERVICES

### CURRICULUM AND MATERIALS DEVELOPMENT

The primary responsibility of the curriculum coordinator is to research and develop curriculum. In an interview, she stated that she spends about one-quarter of her time writing curriculum, and another quarter doing research, reviewing new texts, speaking with publishers, and examining curricula. The rest of her time is devoted to disciplinary work with students, counseling and programming discussions with the bilingual counselor, and working with teachers regarding the curriculum being developed.

In 1983-84, curricula were developed or adapted in native language arts (designed for native Spanish-speakers from Central and South America), reading, science, and guidance (see Appendix F). One area of current work for the coordinator is to develop additional sections of the curriculum for O.L.A. which contain information about employment and careers. The curriculum coordinator held three meetings with book company representatives to discuss course materials and texts.

The program office contains a collection of curricula and texts along with other teaching aids, all of which are available for teacher examination and use. The director and the coordinator both mentioned the lack of materials available for Spanish classes that are appropriate for native Spanish speakers from the Caribbean and Central and South America.

### SUPPORTIVE SERVICES

Through O.L.A. classes and in the E.S.L. skills classes, students are introduced to patterns of American life and culture. In addition to

classroom activities, the project conducts assemblies for its students, arranges trips, and invites guest speakers. Trips organized by the project staff this year included: South Street Seaport, the Intrepid Museum, and the Mystic Seaport in Connecticut. Guest speakers from the National Puerto Rican Forum and the New York City Police Department made presentations. The project sponsored trips to El Museo del Barrio and the Museum of the City of New York.

For the school, project students and staff put on a Fiesta Navidena (Christmas Festival) and conducted a raffle and a flea market. Those project students who excelled in attendance, maintained high scholastic averages, and who were actively involved in the project's activities, were rewarded with a performance of Los Jibaros Progresitas at Bronx Community College.

Incentives like the performance just mentioned were clearly important to the students. One of the students, interviewed about ways the program acknowledged good performance, proudly pulled out a pen he had received for high grades.

The project staff members appear to take all opportunities for providing outside classroom learning experiences. For example, they sponsored a Thanksgiving party for students which was linked with material covered in O.L.A. classes about American holidays and their origins.

The bilingual guidance counselor was interviewed during the course of this evaluation. She reported providing guidance for programming, disciplinary matters, and career and college decision-making. She also conducted guidance assemblies for project students and worked closely with project staff.

## STAFF DEVELOPMENT

Although organizing meetings for project staff and teachers is difficult because of the decentralized nature of the project, staff meetings are held and are one of the primary mechanisms for staff development. In addition, monthly meetings of the foreign language department provide an opportunity for some of the teachers and the staff to discuss new approaches and materials.

Workshops for teachers were held in bilingual social studies, bilingual mathematics, and bilingual science. They were conducted by the director, curriculum coordinator, assistant principals, and teachers within each of the relevant departments. Although the program proposed that 75 percent of the teachers and staff would participate in these training sessions, attendance information was not provided to the evaluation team.

The program proposed that 50 percent of the teachers and staff would enroll in university courses. Although not meeting this objective, the director reported that courses taken by some project staff and teachers included a U.F.T.-sponsored special education course, Spanish classes at Lehman College taken by two faculty members, in-service computer courses taken by three faculty members (including the director), a linguistics course, a psychology course at Lehman, and an English course at Hunter College.

## AFFECTIVE DOMAIN

As has been pointed out earlier in this report, students interviewed were uniformly positive about the project and its staff. They came to the office between classes and at other free periods to provide office

and clerical help voluntarily. They eagerly looked forward to trips and assemblies, and took special pride in the awards given for perfect attendance and for high scholastic averages. The project philosophy stresses the learning of English as quickly as possible and movement into the mainstream of the school. As such, while the project attempts to encourage identification with the project, it does not want to make students so dependent as to interfere with their progress.

On the evidence of student interviews and classroom observations, it appears that students are eager to master English and to participate in school activities other than those sponsored solely by the project. A number of students are members of ARISTA, and several are on the school's athletic teams, specifically the track team. While undoubtedly most of the students' friends are also in the project, those interviewed mentioned that they had friends who were part of the mainstream population of the school.

## PARENTAL AND COMMUNITY INVOLVEMENT

The goals of the project stated that 20 percent of the parents would increase involvement with the project and school and would attend English classes to improve their writing and speaking skills. By providing services to parents as well as students, the project hoped not only to assist parents but to increase their involvement in school activities and their children's education. Unfortunately, the director reported that only a few parents took advantage of these classes.

Similarly, few parents were involved in other activities organized for them by the project. Given the income levels of the students'

families, and, thus, the critical need to work, classes held during the afternoon frequently conflicted with work responsibilties. Moreover, as noted at the beginning of this report, most families are headed by a single female parent with other child-care responsibilities. Finding time for school involvement and volunteer activities common in more affluent schools is rare indeed.

## VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

The following section presents the assessment instruments and procedures used in evaluating the attainment of the program's instructional objectives as well as the findings.

### ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

--Seventy percent of students tested on Levels I and II of the CREST will attain one objective per month mastery while students tested on Level III will master 0.8 objective per month.

The assessment instrument used for measuring the attainment of the above objective was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are computed to represent the gain score, and an index which represents the number of objectives per month is computed. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 6 presents the test results for students who were pre- and post-tested with the same test level during each semester. Data were available for 146 students in the fall and 140 students in the spring.

Examination of Table 6 reveals that in the fall an average of approximately 1.6 objectives per month were mastered on CREST Levels I and II. The rate of mastery for students who were tested on CREST Level III was approximately 1.3 objectives per month. In the spring, students who were tested on CREST Levels I and II mastered an average of 1.9 objectives per month, while students tested on CREST Level III mastered 1.3 objectives per month. Therefore, students tested at all levels exceeded the program objective both in the fall and spring semesters.

TABLE 6

Results of the Criterion Referenced English Syntax Test

(Program Students Pre- and Post-Tested on Same Test Level)

| Test Level | Number of Students | Average Number of Objectives Mastered Pre | Post | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| | | | Fall | | | |
| I | 44 | 6.4 | 11.4 | 5.0 | 3.0 | 1.7 |
| II | 65 | 8.4 | 13.1 | 4.7 | 3.0 | 1.6 |
| III | 37 | 6.7 | 10.6 | 3.9 | 3.0 | 1.3 |
| TOTAL | 146 | 7.4 | 12.0 | 4.6 | 3.0 | 1.5 |
| | | | Spring | | | |
| I | 25 | 5.5 | 11.0 | 5.5 | 3.0 | 1.8 |
| II | 71 | 7.7 | 13.8 | 6.1 | 3.0 | 2.0 |
| III | 44 | 7.2 | 11.2 | 4.0 | 3.0 | 1.3 |
| TOTAL | 140 | 7.2 | 12.5 | 5.3 | 3.0 | 1.7 |

*Post-test minus pre-test.

- In the fall, students tested at Levels I and II surpassed the goal of one objective per month, achieving 1.7 and 1.6 objectives per month respectively. Students tested at Level III also surpassed their targeted objective, mastering 1.3 objectives per month.

- In the spring, students at Level I mastered an average of 1.8 objectives per month; students at Level II, 2.0 objectives, and students at Level III, 1.3 objectives per month.

- Overall, the objectives per month achieved by all students increased from 1.5 in the fall to 1.7 in the spring.

NATIVE LANGUAGE READING AND COMPREHENSION

--Program students will show significant improvement in Spanish language and reading skills.

The assessment instrument used to measure gains in reading in Spanish was the Prueba de Lectura, Level 3, which is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in Spanish for Spanish-speaking students from the western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

The pre-test and post-test raw score means and standard deviations are presented in Table 7. Data for both tests were available for 174 program students tested on Level 3. Statistical significance was determined through the application of the correlated *t*-test model to demonstrate whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone. Level 3 appears to have been appropriate for this student population; students could demonstrate growth. The results for all grades were statistically significant, thus the program met its objective.

Another index of improvement, the effect size (E.S.) was computed by dividing the mean differences by the standard deviation of the differences. This provides an index of improvement in standard deviation units regardless of the sample size and a change of 0.5 standard deviations or higher is generally considered to be a meaningful change.

The effect size was high for all four grades. It was highest for grade nine and lowest for grade ten.

TABLE 7

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Program Students with Full Instructional Treatment on the Prueba de Lectura, Level 3, by Grade

| | | Pre-Test | | Post-Test | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/Post | Effect Size |
| 9 | 49 | 54.2 | 15.9 | 63.1 | 15.4 | 8.9** | .97 | 2.5 |
| 10 | 60 | 52.5 | 15.6 | 58.2 | 15.5 | 5.7** | .95 | 1.2 |
| 11 | 50 | 59.5 | 17.8 | 64.2 | 16.9 | 4.7** | .99 | 1.6 |
| 12 | 15 | 62.0 | 6.5 | 64.7 | 6.1 | 2.7** | .98 | 2.0 |

**Significant at the .01 level of significance.

- All students were tested on Level 3.
- Students in all grades showed significant pretest to posttest gains, meeting the program objective.
- Students in grade nine achieved the highest gains, followed by grades twelve, eleven, and ten.

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

--At least 70 percent of the program students will show significant improvement in their achievement in the content areas of mathematics, social studies, and science as measured by school-wide examinations.

Since content-area achievement is measured by final grades on courses rather than by pretesting and posttesting, determination of statistical significance of the difference between the two measures in this case does not apply. However, Table 8 presents the passing rates for program students enrolled in mathematics, science, and social studies courses by grade in the fall and spring.

The overall passing rates of students who were reported as enrolled in mathematics classes were 46 percent in the fall and 57 percent in the spring. The overall passing rates in science courses were 91 percent in the fall and 80 percent in the spring. Finally, the overall passing rates in social studies courses were 80 percent in the fall and 71 percent in the spring.

Although no statement can be made regarding the program objective, it can be noted that passing rates were relatively high in science and social studies. Mathematics performance was lower; however, passing rates in this area improved from fall to spring.

TABLE 8

Number of Program Students Attending Courses and Percent Passing

Teacher-Made Examinations in Content-Area Subjects

| Content Area | Grade 9 N | Grade 9 % Passing | Grade 10 N | Grade 10 % Passing | Grade 11 N | Grade 11 % Passing | Grade 12 N | Grade 12 % Passing | Total N | Total % Passing |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Fall | | | | | | |
| Mathematics | 62 | 34 | 53 | 43 | 43 | 63 | 7 | 57 | 165 | 46 |
| Science | 1 | 0 | 5 | 100 | 11 | 91 | 5 | 100 | 22 | 91 |
| Social Studies | 59 | 81 | 57 | 83 | 44 | 75 | 12 | 83 | 172 | 80 |
| | | | | Spring | | | | | | |
| Mathematics | 74 | 41 | 58 | 69 | 34 | 74 | 7 | 43 | 173 | 57 |
| Science | 14 | 79 | 10 | 80 | 19 | 79 | 2 | 100 | 45 | 80 |
| Social Studies | 69 | 59 | 52 | 77 | 42 | 76 | 13 | 92 | 176 | 71 |

Note. Mathematics courses include fundamental/general math, algebra, geometry, and Regents Competency Test preparation. Science courses include general science and biology. Social studies courses include world history, American history, economics, and "other."

- The passing rates in mathematics showed a consistent rise with grade level, except in grade twelve where the number of students was very small.
- Overall passing rates in science and social studies decreased from fall to spring.
- Program students exceeded the proposed criterion for percentage passing in science and social studies but not in mathematics.

## ATTENDANCE

Although not a program objective, attendance rates for both program students and the general school population were compared and are presented in Table 9. A *z*-test was used to examine the difference in attendance rates of program students and the general school population. From this table, it can be seen that the attendance rate for program students was significantly higher than the rate for the general school population.

TABLE 9

Attendance Percentages of Program Students

| Grade | Number of Students | Mean Percentage | Standard Deviation |
|---|---|---|---|
| 9 | 68 | 84.0 | 16.9 |
| 10 | 64 | 88.5 | 13.9 |
| 11 | 50 | 90.2 | 10.5 |
| 12 | 17 | 91.1 | 5.4 |
| TOTAL | 199 | 87.6 | 14.0 |
| School Attendance Rate | | 65.4 | $z = 7.4^{**}$ |

**Statistically significant at the .01 level.

OTHER OBJECTIVES

--Seventy percent of the program students will demonstrate achievement in the Orientation to Life in America (O.L.A.) class.

All 55 students who took the O.L.A. class this year passed the teacher-prepared final examination for the class in the fall, and 97 percent of the 34 students for whom data were available passed it in the spring, thus surpassing the program objective.

--There will be a significant improvement in the study skills and problem-solving abilities of 70 percent of program students as measured by teacher-made exams.

--There will be a significant improvement in career awareness and decision-making of 70 percent of the program students as measured by teacher-made exams.

Data pertaining to these objectives were not provided. Consequently, these objectives could not be evaluated.

## VII. CONCLUSIONS AND RECOMMENDATIONS

Project HOLA seems well on its way to meeting both its short-term as well as its long-term goals. Project students are enrolled in O.L.A., English skills, and E.S.L. classes each school day for three periods of English instruction. They also take a Spanish class to develop their native language skills. Content courses are taught bilingually, and a bilingual guidance counselor is available. The prior Title VII project left a base of resources and materials as well as staff expertise on which the current project is building. The school administration is well aware of the need for such programs and is very supportive of bilingual education. (This is the case in spite of transition in the office of the principal.) In addition, the assistant principal overseeing the project highly respects the staff and participating teachers. Her evaluation of them and their work is very positive.

The curriculum being developed by the project is well planned and maintains an orientation toward practical application of the material. Moreover, the bilingual abilities of the participating teachers allow for more academically-oriented courses exemplified by the Regents mathematics preparation course offered this spring.

The staff and participating teachers are of high quality, and well-qualified to offer the program. They go to considerable length to provide the extracurricular activities which enrich the educational experiences of the students as proposed in the project's application.

In total, Project HOLA appears to be an excellent program and is

meeting most of its student achievement objectives but not those in the areas of staff development and parental involvement. While not unique to this program, problems of increasing parental involvement need to be more aggressively addressed.

On the basis of site visits, classroom observations, interviews with project personnel, and analysis of student performance data, the evaluation team recommends that consideration be given to the following:

1. The problem of establishing and maintaining relationships with the students' families is indeed a difficult one. As this is a problem common among New York City high schools (as well as middle and elementary schools serving similar populations), it is suggested that consideration be given to creating communication with other Title VII high school programs and technical assistance agencies in the city. Such contact could facilitate the sharing of problems such as this and the means of addressing them. While this recommendation has been made in the past, it remains a good suggestion given the severity of the problem of achieving this project goal.

2. The project has made progress in providing development activities for its staff and teachers, but has been unable to meet the objective proposed. It might conduct a needs assessment among its teachers, particularly those teaching out of their area of specialization, and plan in-service workshops and teachers' attendance at local colleges based on the needs identified. Further, it might formulate profiles of teachers' skills based on the needs assessment conducted. A teachers' skills profile would enable supervisors to trace teacher progress throughout the school year and to determine the areas requiring immediate attention.

3. Efforts might be directed toward continuing to establish links with area colleges for the occasional use of library facilities and for the project's students' attendance at cultural and other relevant social events.

4. The project might give consideration to the formation of an "alumni association." As Taft High School has had the benefit of a prior Title VII project, there are a number of former students who have been mainstreamed and graduated and have attended college or are working. Maintaining a relationship with them could be an asset to the project and its current students.

5. The lowest passing rates were found in mathematics. The program might continue to focus attention on this area by reviewing curriculum and instruction and formulating strategies to strengthen them.

6. To ensure that the achievement of program objectives is adequately measured, the project should review its objectives and revise them as necessary, and provide all of the data required to measure each of the objectives proposed. O.E.A. may be contacted for assistance in this matter.

# VIII. APPENDICES

Appendix A.

Staff Characteristics: Professional and Paraprofessional Staffs

| Function | Percent Time Spent in Each Function | Date of Appt. to Each Function | Education (Degrees) | Certi-fication | License(s) | Total Yrs. Experience Education | Years Experience Bilingual | Years Experience E.S.L. | Years Other Relevant Experience |
|---|---|---|---|---|---|---|---|---|---|
| Director | 1.0 | 9/70 | B.A. Span., M.A., ESL, M.S., P.D. ED. Admin. | N.Y.C. N.Y.S. | Span. DHS ESL DHS | 15 | 15 | 11 | |
| Curric.Coord. | 1.0 | 9/74 | B.A. Span., MAT Span., PD ED. Admin. | N.Y.C. N.Y.S. | Span. DHS, ESL DHS, Biling. Soc. Studies | 13 | 13 | 10 | |
| ED. Assistant | 1.0 | 9/1/83 | H.S. (68 College Cr.) | N.Y.C. | ---------- | 2 | 2 | --- | |
| ED. Assistant | 1.0 | 9/1/83 | B.S. | N.Y.C. | ---------- | 6 | 6 | --- | |
| ED. Assistant | 1.0 | 10/81 | H.S. Diploma | N.Y.C. | ---------- | 10 | 0 | 3 | |
| ED. Assistant | 1.0 | 2/83 | H.S. (30 College Cr.) | N.Y.C. | ---------- | 12 | 0 | 2 | |
| Teacher-ESL | 1.0 | 9/72 | B.A. Span. M.A. Span. Lit. | N.Y.C. | Span. DHS ESL DHS | 14 1/2 | 4 | 4 | |
| Teacher-ESL | 1.0 | 9/71 | B.A. Linguistics | N.Y.C. | ESL DHS | 7 1/2 | 2 | 2 | |
| Teacher-NLA/ESL | .4/.2 | 9/80 | B.A. Spanish | N.Y.C. | Span. DHS | 4 | 4 | 1 | 9 Yrs. Ed. Assist. |
| Teacher-NLA | .4 | 9/63 | BS Gen. Sci. MA Edu. Couns. | N.Y.C. N.Y.S. | Span. D.H.S. Soc. St. Bil. DHS | 19 | 19 | 2 | |





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Appendix A., Continued.

**Staff Characteristics: Professional and Paraprofessional Staffs**

| Function | Percent Time Spent in Each Function | Date of Appt. to Each Function | Education (Degrees) | Certification | License(s) | Total Yrs. Experience Education | Years Experience Bilingual | Years Experience E.S.L. | Years Other Relevant Experience |
|---|---|---|---|---|---|---|---|---|---|
| Teacher- B.L. Sci. | .2 | 3/82 | B.A. Span. | N.Y.C. | Span. DHS | 3 | 3 | ------ | 11 Yrs. Educ. Assistant |
| Teacher- N.L.A. | .8 | 9/74 | B.A. Philosophy<br>M.A. Spanish | N.Y.C. | Span. DHS<br>Soc. St. DHS | 9 | 9 | ------ | |
| Teacher-N.L.A. | .2 | | | | | | | | |
| Teacher-B.L. Math | .2 | 3/82 | B.A. Eng. | N.Y.C. | Eng. DHS | 3 | 2 | ------ | |
| Teacher-ESL | .2 | 2/74 | B.A.,M.A.,M.S. | N.Y.C.<br>N.Y.S. | French/ESL DHS | 19 | 18 | 18 | |
| Teacher-ESL | 1.0 | 9/83 | B.A. Span.<br>MAT ESL | N.Y.C.<br>N.Y.S. | Span. DHS & JHS<br>ESL Secondary | 6 | 6 | 3 | |
| Teacher-B.L. Math | 1.0 | 9/82 | B.A. Math -<br>M.A. Admt.Sup | N.Y.C. | TPDC<br>Bil. Math Span. DHS | 15 | 2 | ------ | |
| Teacher-B.L. Social Studies | .4 | 9/75 | B.A. | N.Y.C.<br>N.Y.S. | DHS Soc. St.<br>B.L. Soc. St. | 14 | 8 | ----- | |
| Teacher- B.L. Social Studies | .8 | 9/80 | B.A. | N.Y.C. | Bil. Soc. St. DHS<br>B.L. Com. Br. | 8 | 8 | ----- | |
| Teacher-ESL | .4 | 11/82 | B.A. History<br>M.A. ESL | N.Y.C | ESL-DHS | 9 | 0 | 3 | |
| Teacher-B.L. Sci. | .2 | 9/72 | B.S.<br>M.A. | N.Y.C.<br>N.Y.S. | Physics<br>G.S. | 20 | 10 | 6 | |
| Counselor - B.L. | 1.0 | 11/75 | B.A. Spanish<br>M.S. Counseling | N.Y.C | Guidance B.L. | 13 | 9 | - | |





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Appendix B.

Instruction in English as a Second Language and English Reading (Fall)

| Course Title and Level | Number of Classes | Average Register | Class Periods Per Week | Is Class for Program Students Exclusively? | Type of Credit | Paraprofessional Assistance (Y/N) | Description | Curriculum or Material in Use |
|---|---|---|---|---|---|---|---|---|
| ESL Transitional | 1 | 26 | 5 | Yes | Maj. | Y | Transitional Course | American Folktales I & II |
| ESL A Adv. | 2 | 21 | 5 | Yes | Maj. | Y | Advanced Grammar & Rdg. | English for Today |
| ESL B Int. | 2 | 26 | 5 | Yes | Maj. | Y | Intermediate Grammar&Rdg. | All in a Day's Work |
| ESL C Int. | 2 | 22 | 5 | Yes | Maj. | Y | Elementary Grammar&Rdg. | Access to English - Bk 2 |
| ESL D Beg. | 2 | 23 | 5 | Yes | Maj. | Y | Elementary Grammar & Rdg. | Access to English - Bk 1 |
| OLA I | 2 | 28 | 5 | Yes | 1/2 | Y | Orientation to Life in America | Project generated |
| SKBL Transitional | 1 | 33 | 5 | Yes | 1/2 | N | Everyday Family Life in America | Project generated |
| SKBL A Adv. | 1 | 30 | 5 | Yes | 1/2 | N | College - Career Research | Project generated |
| SKBL B Int. | 2 | 26 | 5 | Yes | 1/2 | N | Discover New York City | Project generated |
| SKBL C Int. | 2 | 30 | 5 | Yes | 1/2 | N | Orientation to Life in America | Project generated |
| SKBL D Beg. | 2 | 30 | 5 | Yes | 1/2 | N | Elementary Grammar&Rdg. | Access to English |
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Appendix B., Continued.

Instruction in English as a Second Language and English Reading (Spring)

| Course Title and Level | Number of Classes | Average Register | Class Periods Per Week | Is Class for Program Students Exclusively? | Type of Credit | Paraprofessional Assistance (Y/N) | Description | Curriculum or Material in Use |
|---|---|---|---|---|---|---|---|---|
| ESL Transitional | 1 | 26 | 5 | Yes | Maj. | Y | Transitional Course | American Folktales I&II |
| ESL A Adv. | 2 | 20 | 5 | Yes | Maj. | Y | Advanced Grammar & Rdg. | English for Today |
| ESL B Int. | 3 | 18 | 5 | Yes | Maj. | Y | Intermediate Grammar&Rdg. | All in a Day's Work |
| ESL C Int | 2 | 25 | 5 | Yes | Maj. | Y | Elementary Grammar&Rdg. | Access to English - Bk 2 |
| ESL D Beg. | 2 | 19 | 5 | Yes | Maj. | Y | Elementary Grammar&Rdg. | Access to English - Bk I |
| OLA I | 1 | 28 | 5 | Yes | 1/2 | Y | Orientation to Life in America | Project generated |
| OLA II | 1 | 30 | 5 | Yes | 1/2 | Y | Orientation to Life in America | Project generated |
| SKBL Transitional | 1 | 30 | 5 | Yes | 1/2 | N | Everyday Family Life in America | Project generated |
| SKBL A Adv. | 2 | 29 | 5 | Yes | 1/2 | N | College - Career Research | Project generated |
| SKBL B Int. | 1 | 27 | 5 | Yes | 1/2 | N | Discover New York City | Project generated |
| SKBL C Int. | 1 | 23 | 5 | Yes | 1/2 | N | Orientation to Life in America | Project generated |
| SKBL D Beg. | 1 | 32 | 5 | Yes | 1/2 | N | Elementary Grammar&Rdg. | Project generated |
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Appendix C.

Instruction in the Native Language(s) (Fall)

| Course Title and Level | Number of Classes | Average Register | Class Periods Per Week | Is Class for Program Students Exclusively? | Type of Credit | Paraprofessional Assistance (Y/N) | Description | Curriculum or Material in Use |
|---|---|---|---|---|---|---|---|---|
| Spanish X2 | 2 | 36 | 5 | Y | Major | N | Beginners | Comencemos |
| Spanish X3 | 1 | 33 | 5 | Y | Major | N | Beginners | Sigamos |
| Spanish X4 | 1 | 34 | 5 | Y | Major | N | Intermediate | Español - Lengua y Letra: |
| Spanish X5 | 1 | 34 | 5 | Y | Major | N | Intermediate | Galería Hispánica |
| Spanish X6 | 1 | 41 | 5 | Y | Major | N | Advance | Siglo Veinte |
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Appendix C., Continued.

Instruction in the Native Language(s) (Spring)

| Course Title and Level | Number of Classes | Average Register | Class Periods Per Week | Is Class for Program Students Exclusively? | Type of Credit | Paraprofessional Assistance (Y/N) | Description | Curriculum or Material in Use |
|---|---|---|---|---|---|---|---|---|
| Spanish X2 | 2 | 19 | 5 | Yes | Major | N | Beginners | |
| Spanish X3 | 2 | 29 | 5 | Yes | Major | N | Beginners | |
| Spanish X4 | 1 | 29 | 5 | Yes | Major | N | Intermediate | |
| Spanish X5 | 1 | 26 | 5 | Yes | Major | N | Intermediate | |
| Spanish X6 | 2 | 30 | 5 | Yes | Major | N | Advance | |
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Appendix D.

Bilingual Instruction in Subject Areas (Fall Semester)

| Course title (track &/or level) | Number of classes | Average Register | Hours per week | Type of credit | Language(s) of Instruction | Used for what % of class time | Criteria for selection of students | Is class for program students exclusively? | Paraprofessional assistance? (Y/N) | % of materials in native language | Do materials correspond to mainstream curriculum? | Are materials appropriate to students' reading level? | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Fund. of Math A | 3 | 33 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |
| Fund. of Math B | 1 | 28 | 5 | Major | Spanish | 100 | Grad. Req. | Y | Y | 100 | Y | Y | |
| Regents Comp. Prac. | 2 | 33 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |
| American History 1 | 2 | 34 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |
| Global History 1 | 2 | 32 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |
| Global History 3 | 3 | 29 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |
| Biology I | 1 | 18 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |





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Appendix D., Continued.

Bilingual Instruction in Subject Areas (Spring Semester)

| urse title rack &/or level) | Number of classes | Average Register | Hours per week | Type of credit | Language(s) of Instruction | Used for what % of class time | Criteria for selection of students | Is class for program students exclusively? | Paraprofessional assistance? (Y/N) | % of materials in native language | Do materials correspond to mainstream curriculum? | Are materials appropriate to students' reading level? | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Fund. of Math A | 1 | 27 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |
| Fund. of Math B | 2 | 28 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |
| Fund. of Math C | 1 | 15 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |
| Regents Comp. Prac. 2 | 2 | 20 | 5 | Major | Spanish | 100 | Grad. Req. | Y | N | 100 | Y | Y | |
| Amer. History 2 | 1 | 36 | 5 | Major | Spanish | 100 | Grad. Req. | Y | Y | 100 | Y | Y | |
| Global History 2 | 3 | 33 | 5 | Major | Spanish | 100 | Grad. Req. | Y | Y | 100 | Y | Y | |
| Economics | 2 | 30 | 5 | Major | Spanish | 100 | Grad. Req. | Y | Y | 100 | Y | Y | |
| Biology 2 | 1 | 18 | 6 | Major | Spanish | 100 | Grad. Req. | Y | Y | 100 | Y | Y | |
| General Sci. 1 | 1 | 34 | 5 | Major | Spanish | 100 | Grad. Req. | Y | Y | 100 | Y | Y | |



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Appendix E.

Specialized Courses (Fall Semester)

| Course title (track &/or level) | No. of classes | Average Register | Hours per week | Type of credit | Criteria for selection of students | Is class for prog. student exclusively? | Paraprof. Assistance (Y/N) | Comments |
|---|---|---|---|---|---|---|---|---|
| Psychology | 1 | 30 | 5 | Major | Elective req. | Y | Y | |
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Appendix F.

## Curriculum and Materials Development and Adaptation

| Curriculum or Materials | Originally Developed (X) | Adapted (X) | Completed (X) | In Process (X) | Parallel to Mainstream (Y or N) | In Use (Y or N) |
|---|---|---|---|---|---|---|
| NLA | X | | | X | NA | N |
| | | | | | | |
| Reading | | X | X | | NA | Y |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Guidance Materials | | X | X | | NA | Y |
| | | | | | | |
| Sci. Materials | | X | X | | Y | Y |
| | | | | | | |